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ABSTRACT

A study examined the effects of an intensive, 7-week, introductory workshop-type experience using recommended techniques to promote adult growth for a group of 29 aspiring educational administration students. The study specifically examined whether the process and experience of the academy (workshop) produced a change in cognitive-developmental stages (changes in moral judgment, conceptual level of each individual, and self-perception). The quantitative analysis involved a pre-post comparison of the 29 subjects. Independent variables were the training, instruction, and curriculum of the 7-week Administrator Development Academy. The activities and strategies of the academy curriculum consisted of group activities, simulations, role-playing, guided personal reflection, self-assessments, and personal planning, done under a very supportive faculty. Quantitative measures used were Hunt's Paragraph Completion Method and Rest's Defining Issues Test. The qualitative measures used were analyses of student journals, self-reports, questionnaires, and interviews. The main conclusions of the study were as follows: (1) the selection process for the academy resulted in a group of teachers who were of a very high conceptual level; (2) the posttests of subjects on both instruments resulted in more subjects in the desired higher stage levels of development at the end of the program; and (3) self-reports and evaluations of students revealed personal development in many areas. Group work, simulations, and role-playing were all said to be instrumental in their development. (Contains 24 references.) (KC)

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A CASE STUDY EVALUATION OF AN INNOVATIVE EDUCATIONAL ADMINISTRATION PRESERVICE PROGRAM ON ADULT COGNITIVE DEVELOPMENT

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A CASE STUDY EVALUATION OF AN INNOVATIVE EDUCATIONAL ADMINISTRATION PRESERVICE PROGRAM ON ADULT COGNITIVE DEVELOPMENT

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This study was designed to determine if an innovative, introductory preservice program for educational administrators, which utilizes many recommended techniques for promoting adult growth, can produce a change in cognitive developmental stages. It was an attempt to examine the problem of administrator education from a developmental psychology perspective.

The innovative program is the Administrator Development Academy at the University of Cincinnati. The Academy is a very intense, innovative seven-week preservice program conceived as a means to proactively recruit talented teachers who might be interested in an administrative career, teach a knowledge base and communication skills, and finally to promote the adult development of those people. The Academy is team-taught, based on the concepts of adult learning, and is a very experiential learning program.

Traditional academic programs seldom produce principals who are flexible, collaborative, empathic, non-defensive, giving, and committed to excellence and to people because they do not prepare their students for the sort of complex

and dynamic situations principals face. (Schmuck, 1988) But recent psychological theories in adult growth point to a very real possibility in making a significant difference in preparing school administrators. While the theories of adult cognitive-development are all somewhat different, they do correlate and research may be offering ways in which to organize the curriculum and train adults to result in more flexible, empathic, understanding, collaborative individual to lead schools. Acult growth and development is an intriguing area that may lead to significant changes in developing better school leaders.

Yukl's (1982) thoughts are that one improves organizational leadership by any and all of three strategies: selection, training, and situational engineering. Oja (1980) feels that one must develop and improve teachers by not only enhancing their skills, but by also developing them personally (adult growth). Silver (1975) more specifically feels that to improve and develop administrators, one must work to improve the cognitive-developmental level (adult growth). In total they seem to point in the direction of optimal administrator development being the result of a preservice program that involves selection, acquiring a knowledge base and skills to go with it, and then also moving toward promoting adult development.

Daresh (1988) offers a model for preservice preparation programs in educational administration that seems to address the central needs that have been mentioned:

1) selection

2) knowledge base and skills training

3) adult development

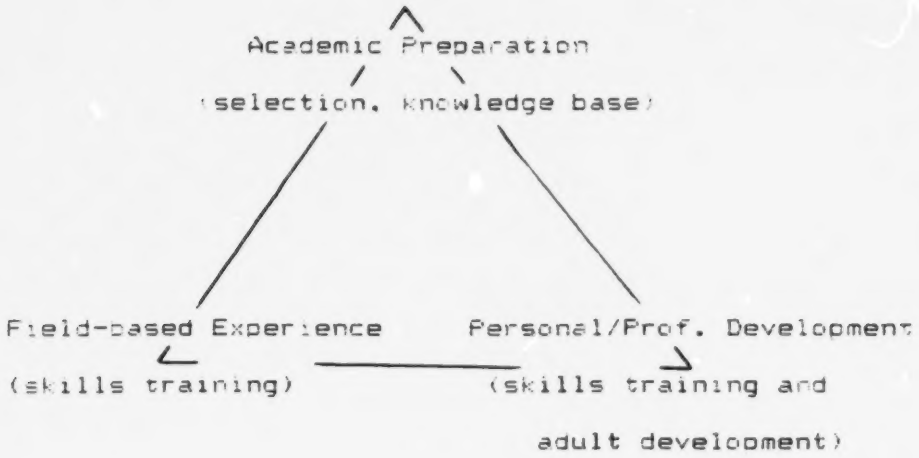
His "Tri-Dimensional Model for the Preparation of School Administrators" offers a framework for evaluation, and comparison when looking at the Administrator Development Academy. McCleary and McIntyre (1979) seem to back up Daresh's adult development aspect with a study that looked at the many methods being used in school administrator preparation programs grouping them into three types of skills or competencies: technical, conceptual, and human. It is this human aspect that very recent programs want to look at in order to develop the absolute best administrators that can be produced. The Daresh model has three dimensions:

A) academic preparation

B) field-based experience

c) personal/professional development

The design allows the needs to be met in the following way:



An innovative part of the model is the personal/professional development which wants the preservice program to look at professional development (more skills training and reflection) and personal development. This last area, personal development, is the area that has become so rich in ideas and possibilities.

This translates into a need for addressing adult learning and adult development. LaPlant (1987), Pitner (1987), Sprinthall and Thies-Sprinthall (1983), among others, feel that adult learning has been neglected in the past, and will be essential to develop adults, meaning administrators, with the maximum efficiency and maximum results.

From the cognitive-developmental viewpoint, according to Sprinthall and Bernier (1978), the quality of how a person functions is essentially determined by the complexity of

one's own cognitive structure. As Oja (1978) describes it, "cognitive-developmental theories of growth are based on the assumption that human development results from changes in cognitive structures, which are thinking patterns by which a person relates to him/herself to his/her environment." (p. 37)

While there are a number of cognitive-developmental theories, there is no simple best one or one that is all-encompassing. Piaget's is no doubt the widest known and deals with the process of cognitive growth during childhood and adolescence, published in 1963. Loevinger's work (1966) dealt with the concept of ego development, while Kohlberg's (1969) involves the process of value development and moral decision-making. Hunt (1975) offers a conceptual development in terms of epistemology, and importantly, the role of the individual learner. Each theory offers a next higher stage and a better framework for managing life in a complex educational setting. Higher stages include the ability to understand more points of view, the ability for greater perspective taking, and more complex thinking and problem solving. (Oja, 1980, p.9)

The cognitive developmental theories of Kohlberg (1969) and Harvey, Hunt, and Schroder (1961) provide the framework on which to base an evaluation of human development. Based on cognitive developmental stage theories of those like

Piaget, Loevinger, Kohlberg, and Hunt, those in "higher, more complex stages of conceptual and moral development, will function more complexly, abstractly, comprehensively, and empathically." (Thies-Sprinthall, 1980, p. 17).

There are three key studies that connect the value of adult cognitive development to effective school administrators via the effective schools research. Silver (1975) found that school administrators of higher conceptual level were more flexible and responsive than lower conceptual level administrators. Pitner (1987) found that principals with more complex conceptual structures will: 1) interact more frequently with staff members; 2) have more professionally-oriented staff members; and 3) have more varied functions performed in their schools. Thies-Sprinthall (1980) found that higher stage supervisors were more accurate in judging the quality of performance in student teaching than colleagues of lower conceptual levels.

The connection that leads from adult cognitive theory to more effective school administrators to training programs are studies that have shown that adult cognitive development can be promoted through intensive training programs. Studies by Glassberg (1977), Oja (1978), and more recently by Phillips (in press) and Gordon (in press) have shown that intensive educational programs with certain adjustments to the curriculum can promote stage growth in adults.

Purpose

The purpose of this study was to examine the effects of an intensive, seven-week, introductory workshop-type experience which utilizes many recommended techniques to promote adult growth on a group of 29 aspiring educational administration students. Specifically the goal was to examine whether the process and experience of the Academy did produce a change in cognitive-developmental stages. The cognitive-developmental theories of Kohlberg (1969) and Harvey, Hunt, Schroder (1961) provide the framework on which to base an evaluation of human adult development. The specific outcomes to be measured were a) changes in moral judgment, b) changes in conceptual level of each individual, and c) changes in self-perception.

Research Questions

The research questions involved were 1) can an intensive preservice program promote changes in adult cognitive development?; 2) do the students perceive any changes in personal development to have taken place?; and 3) to what activities or experiences do they attribute those changes to? What events did the students and Academy instructors perceive to have produced or have been important in producing changes in adult growth?

Methodology

The study was a multi-methodological designed case study with a statistical treatment and a qualitative investigation. The quantitative analysis involved a pre-post comparison of the treatment group, which consisted of 29 subjects involved in different facets of education. (Table 1)

The independent variables were the training, instruction, and curriculum of the seven week introductory training workshop known as the Administrator Development Academy. The activities and strategies of the Academy curriculum consist of: group activities, simulations, role-taking, guided personal reflection, self-assessments, and some personal planning. This is all done under a very supportive faculty, and involves a lot of collegial support to meet the challenges presented. This is very similar to other adult development plans and programs.

The quantitative measures of the dependent variable are measures of conceptual level (Hunt, 1975) and moral judgment (Kohlberg, 1969). Those instruments, respectively, are Hunt's Paragraph Completion Method (1975) and Rest's Defining Issues Test (1974). The qualitative measures used were analyses of student journals, self-reports, questionnaires, and interviews, based on the subjects

TABLE 1

Demographics of Academy Subjects

1. Sex:	Male	Female			
	12	17			
2. Ethnicity:	Caucasian	African-American	Asian-American		
	23	5	1		
3. Education:	Bachelor's	Bachelor's Plus			
	3	12			
	Master's	Master's Plus			
	4	10			
4. Experience:	0-5 Yrs.	6-10	11-19	20+ Yrs.	
	9	10	9	1	
5. School Site:	Large Urban	Suburban	Rural	Other	
	13	9	4	3	
6. Teaching Level:	Elementary	Secondary	Other		
	14	11	4		

(Number of subjects in Academy = 29) (N = 29)

opinions and feelings. This analysis involved frequency counts, percentages, and examination of comments by the subjects.

The quantitative instrument measures were examined with a t-test and analysis of variance. The original scoring of the PCM was by the Ontario Institute of Studies in Education and the scorers trained by associates of Hunt. The DIT was scored by computer programs designed by Rest at the University of Minnesota.

The qualitative data were examined by frequency counts, necessary to find order and preference, and by examining written and oral statements for other pertinent data. Observations of the daily classes were also examined as a supplement to the data mentioned.

The nature of this treatment study requires multiple assessment procedures to measure developmental changes that take place. Sprinthall and Thies-Sprinthall (1983) "have found it advisable to employ more than one measure for either predictor or intervention research. In this way the outcomes partly cross-validate each other." (p. 31) Therefore a variety of measures must be used to assess development. According to Sprinthall (1970), this approach generates multiple perspectives and consequently a system of checks and balances.

Results and Conclusions

The main conclusions were a) that the selection process for the Academy resulted in a group of teachers that were of a very high conceptual level, more so than any other measurement of teachers previously done; b) the study did find that the post-tests of subjects on both instruments resulted in more subjects in the desired higher stage levels of development at the end of the preservice program; and c) the results of subjects' opinions as to the importance of group work, self-learning, role-taking, and reflection.

The selection process needs further examination due to the group selected for the Academy being of such high conceptual level. 72 per cent of the subjects were found to be at a high conceptual level on the pre-test, while 100 per cent of the subjects were of moderate to high conceptual level.(Table 2) This is at a much higher percentage of High CL subjects than could statistically be expected looking at any of the past four studies involving teachers and the PCM.

The selection process involved interviews, a definite committment on the part of the student, and home school recommendations. Since the recommendations, from those tapped and offered to the Academy by school representatives, seemed to pick out the best candidates, this backs up the idea that the better teachers and prospective administrators

TABLE 2

COMPARISON OF ACADEMY SUBJECTS'RESULTS ON THE PARAGRAPH COMPLETION METHOD TO PREVIOUS STUDIES

Study by Author/Date	N	Low CL	Moderate CL	High CL
Phillips (in press)	28	0%	82%	18%
Konke (1984)	52	6%	33%	61%
Calhoun (1985)	249	8%	69%	23%
Zigler (1989)	49	6%	41%	53%
ADA (1992)	29	0%	28%	72%

Studies cited:

Phillips, (in press) - Elementary School teachers
Konke, (1984) - Elementary School teachers
Calhoun, (1985) - Elementary School teachers
Zigler, (1989) - High School and Middle School teachers
ADA (1992) - Educ. Admin. students of ADA

are those of higher CL, which could be a topic for another study in itself.

When t-tests were applied to both sets of data, no significant statistical difference was found for the mean scores of either the Paragraph Completion Method (PCM) or the Defining Issues Test (DIT) in examining the pre-test and post-test results. Analysis of variance also found no significant conclusions regarding cognitive development of individuals after the seven week period.

One possible reason for no difference between test scores of the Hunt PCM is that the selection process for the Academy candidates results in subjects who have already attained the highest developmental stage. Because the goal was to move the subjects up in developmental stages, but with students in the highest stage, no change was available to detect.

The test results were examined further by dividing the students' pre-test results into three levels by their score, for both the PCM and the DIT. The post-test results are listed next to the pre-test. Over the duration of the Academy, the numbers in each stage changed resulting in a larger number of subjects in the desired, higher stages.

While there are no significant statistical changes in the t-tests, the PCM results saw less in the moderate stage

TABLE 3

ACADEMY PARAGRAPH COMPLETION METHOD
TEST SCORES DISTRIBUTED INTO HUNT'S THEORETICAL STAGES
(THREE STAGES OR THIRDS)

Results from Paragraph Completion Method:

Stage (by score)	Pre-Test	Post-test	Per Cent Change
Stage I (0.0 - 1.0)	0	0	0 %
Stage II (1.1 - 1.9)	8 (28%)	4 (14%)	- 14 %
Stage III (2.0 - 3.0)	21 (72%)	25 (86%)	+ 14 %

and more in the higher stage. There was a definite shift in the desired direction of adult stage development. (Table 3)

The PCM pre-test results with the 28% of the subjects in the moderate conceptual level (CL) and 72% in the High CL level. The post-test saw an interesting movement toward the High CL level, as now only 14% were moderate CL and 86% were in the High CL level. This was a change of 14% in the desired direction, or showing a change toward the higher developmental stages.

The same was done for the DIT (Table 4), with the pre-test and post-test results divided into the three thirds as suggested by James Rest, developer of the DIT. Again, there was a similar movement from the moderate stage toward more subjects being in the higher stage third.

In the pre-test, the subjects were 38% in the moderate level and 24% in the high level or stage. On the post-test, the moderate third went down to 24% and saw the high level go up to 43%. This was a 19% increase and again, movement in a direction of a higher stage of development.

An interesting note here, is that the low level did not change much at all, being 38% in the pre-test and 33% in the Post-test. This was only a 5 per cent increase. Were the moderate level subjects closer and more acceptable to change and open to new ideas, and thus the movement in the desired direction? Whereby the lower level subjects were not

TABLE 4

ACADEMY DEFINING ISSUES TEST
SCORES DISTRIBUTED INTO THIRDS FOR COMPARISON

Results from Defining Issues Test:

Test scores distributed into thirds as suggested by James Rest in his Guide for the Defining Issues Test (1987)

Third (by score)	Pre-Test	Post-Test	Per Cent Change
1st Third (0 - 27)	8 (38%)	7 (33%)	- 05 %
2nd Third (28 - 41)	8 (38%)	5 (24%)	- 14 %
3rd Third (42+)	5 (24%)	9 (43%)	+ 19 %

The higher the third the score is placed in, the better the moral judgment score.

N = 21, since 8 scores were dismissed due to "M" scores.

mentally ready to really open up and examine new ideas and other perspectives? Ideas to consider and research further.

The qualitative aspect of the study examined the subject and instructor statements and opinions as to which activities and experiences aided the student development. The students' responses were matched against those of the instructors to determine if the goals were being met, and also to determine which activities and experiences the subjects felt were most useful in their personal development.

The subjects themselves, through their journals, interviews,and actions said that they had developed personally in many ways. Most subjects expressed the opinion that they had become more open-minded and flexible in their thinking and listening to others. The Academy experience had broadened their outlook involving all aspects of education. They learned much about their own learning styles, leadership styles, in addition to learning new skills.

Group work, simulations, and role-taking were all stated as being instrumental in their development over the seven weeks of the Academy. To experience the simulation of being a school administrator was essential to many of their positive experiences. Data were examined as to which events

the subjects believed actually helped in their personal development as an administrator/person, and those which were most useful to their development---two similar yet very different ways to look at the question of their development and the cause for that development.

Summary of Research Questions

Question #1

As a result of an innovative, intense introductory administrator development experience, will the group of students make gains on measures of moral and conceptual development?

In t-tests for both moral development and conceptual development, no statistical difference was found. Further examination of the data, upon breaking the levels into three stages, found a number of individuals migrated toward the higher stage. Not mathematically significant, yet interesting enough to warrant further investigation in further studies.

Question #2

What changes in personal development does the treatment group perceive over the seven-week experience?

The group felt they had changed and developed in a number of ways, which was categorized into eight areas by the researcher. Not every student felt they had developed in the same eight areas, but enough stated in journals, interviews, or writings their belief that they had grown in various ways.

1. Opening up to listen to and accept other ideas, thoughts, philosophies and concepts. This involved putting their own beliefs aside to truly examine another's ideas and being willing to place oneself in another person's situation. They felt they had become more flexible and understanding in their thinking.

2. A better understanding of school administration and the duties and responsibilities of the building principal. Many felt that this would help them do a better job in their own school and classroom as a result of this understanding.

3. They learned much about themselves, with the feeling that this would then help them to become better administrators. Highlights were learning their own strengths in the IPC "strength bombardment", learning their own leadership style and their own learning style. The subjects felt that this knowledge could be another tool to help them perform better as a teacher and a school administrator.

4. The subjects learned many skills that they believed would be very useful in their work in both the classroom and in the school office. They felt the Interpersonal Communications (IPC) aspect was very important in aiding their communication with others. Other areas that they found extremely valuable were decision-making skills, problem solving skills, learning the importance of delegation and prioritizing, and being capable of speaking in front of the group.

5. Experience is always a key to understanding a job and the simulations and case studies offered them this experience. They learned the demands and the rigors of the position of school administrator with role-playing situations. It also gave them a chance to use and develop what they learned in numbers 3 and 4 above, as well as indirectly giving them opportunities to further enhance thier opening of the minds and an understanding, numbers 1 and 2 explained previously.

6. Because of the intensity of the program, and the demands placed on the students, they also discussed concepts dealing with stress and the school administrator. Being able to recognize and understand will help them later.

7. Often the students did not learn anything new, but rather came across ideas that affirmed what they already thought or believed, and thus strengthened those ideas.

Affirmation is an important part of growing and development, taking advantage of the wealth of experience of those in the Academy.

8. Many subjects also felt they had learned much as a result of personal reflection, both about themselves and about the process itself.

Question #3

What events of the seven-week period of intense introductory administrator development experiences are perceived to influence personal development? Both from the students' viewpoint, the instructional staff, and the author/observer?

The answer to this question came from student surveys and, in particular, from their input on two questions on those surveys. The first question they were asked to "Describe any activity or experience that occurred which you feel has helped you to develop toward being a better administrator/person." The results were tabulated (Table 5) and counts given for each small category of activity.

The top two groups of activities, in the minds of the students, were group work and group presentations. The collegial atmosphere and support seemed to have a large influence on them. The next two categories were the

Table 5

TOTAL FREQUENCY COUNT FOR SURVEY QUESTION THREE:
"ACTIVITY OR EXPERIENCE THAT HAS HELPED YOU
TO DEVELOP TOWARD BEING A BETTER ADMINISTRATOR/PERSON"

Activity/Experience	Number of Times Mentioned
Group Work	43
Group Presentations	37
Interpersonal Communications (IPC)	29
Leadership Styles	27
Case Studies	24
In-Basket Simulations	23
Learning Styles Inventory	19
Role-Play Simulations	18
IPC Strength Bombardment	17
Organizational Skills Improvement	13
Principals' Panel	9
Superintendents' Panel	7

Interpersonal Communications (IPC) activities and learning their leadership style activity.

The fifth and sixth most important activities were the case studies and the in-basket simulations, giving them "actual" experience as being an administrator.

The second question that gave the researcher the student beliefs as to what events and activities were most important asked "Reflecting on the day, what activity was most useful to you?"

These answers were different in their rank order as to which were most useful versus those which helped to develop them as future administrators.(Table 6) First, the experience of the in-basket simulations were the most often named activity for being the most useful. The students really wanted to experience what it would be like to be a school administrator and they felt they gained much from that.

Second was the leadership styles activity where they learned not only their own style of leadership, but also how that style relates to the other styles. Third was the experience of the case studies, which like the first one, was the experience of "real-life" situations and problems and being the administrator in these situations.

The next two places garnered the same number of tallies, that being the activity of the principals' panel, which

Table 6

TOTAL FREQUENCY COUNT FOR SURVEY QUESTION FOUR:
"ACTIVITY WHICH WAS MOST USEFUL TO YOU"

Activity/Experience	Number of Times Mentioned
In-Basket Simulations	25
Leadership Styles	24
Case Studies	24
Principals' Panel	18
Interpersonal Communications (IPC)	18
IPC Strength Bombardment	10
Library Information/Tour	9
Group Work	8
Superintendent's Panel	7
Role-Play Simulations	5

meant a chance to question and listen to practitioners, and the IPC activities.

For this question, as to which was most useful, it was very important to gain experience via simulations and case studies, and to listen to those actually in the position to gain their insights and experiences to see if being a school administrator was what they really wanted. Answering the question of would being a principal be a good "fit" was important to the subjects.

Table 7 combined the results of Tables 5 and 6 and grouped the activities into broad categories. It actually matched what the instructors thought would be important activities with what the subjects felt were important activities after having experienced them.

The group of activities that received the most tallies when the "most useful" data was combined with the "helped to develop" data were the group activities. They were far and away the most important event of the Academy. Students learning about themselves came next, with the personal profiles and information. Simulations and case studies were the third and fourth most important to the students, respectively.

The grouping that received the least support from the students, that the instructors thought would have more

TABLE 7

ACTIVITIES THOUGHT IMPORTANT BY INSTRUCTORS CROSSED WITH THOSE THOUGHT IMPORTANT BY STUDENTS

The following table combines Figures 3 and 4 to cross-check what the instructors thought was an important activity with what activities the students thought were most important.

Helped Develop = This is the frequency count of question 3 on the student feedback syrvey.

Most Useful = This is the frequency count of question 4 on the student feedback survey.

Total = This number is the sum of all the frequency counts in this category.

What instructors thought = This is the complete listing of all the activities mentioned by the instructors on their surveys as to those activities that would be important and useful to personal development.

What subjects thought = This is the listing of the frequency counts of each mention by a subject on the student surveys as to this particular activity being important to their personal development.

WHAT INSTRUCTORS THOUGHT	WHAT SUBJECTS THOUGHT		
	..Helped Develop..	..Most Useful..	TOTAL
1. Group Process			
Group Work	43	8	
Group Presentations	37	40	
			128
2. Personal Profiles and Information			
Learning Styles Inventory	19	22	
Leadership Styles Inventory	27	24	
Organizational Skills	13	3	
			108
3. Simulations			
Longfellow Simulation:			
Fall In-Basket	19	22	
Winter In-Basket	4	3	
Spring In-Basket	0	0	
Role-Play Simulations	18	5	
			71
4. Case Studies and Discussions	24	24	
			48
5. Interpersonal Communications			
Expectations/Personal Judgments Module	6	0	
Group Growth Module	0	0	
Perception Checking Module	6	8	
Strength Bombardment Module	17	10	
Teacher Evaluation Module	0	0	
			47
6. Practitioner Panels			
Principals' Panel	9	18	
Superintendents' Panel	7	7	
			41
7. Personal & Guided Reflection			
Journal Writing	0	0	
Metacognition (Boy in Bubble)	0	0	
Dialogical Thinking (Michaels Case)	9	4	
Dilectic Thinking (Gutmann's Review)	0	0	
Analysis of "Slaughterhouse 5"	0	0	
Reflective Practitioner Module	0	0	
Reflective Time with Instructor	0	0	
Reflective Thinking Lesson	0	0	
			13

B. Miscellaneous		
Campbell-Moyer Video	0	0
P.I.P. Assistance Technique	1	1
Library Information	0	9
		11

influence, was the area of personal reflection and those activities under that heading.

Table 8 helped to examine the results listed in Table 7 by bringing the results together. The main difference was that in the "helped to develop" question, the group process was the most important, while in the "most useful" question, the personal profiles were most important. Simulations were third in both cases.

The Interpersonal Communications wer
e also very well liked and mentioned often in the early stages of the Academy. Students felt that the ability to communicate effectively was very important to being a good school administrator.

Implications

The emphasis of group process and group work in the Academy was affirmed by the students as being a very strong developmental tool as well as a tool that they found useful as future school administrative candidates. Over the devleopment of the academy itself, the group aspect has been constantly reworked and developed into a real strength of the program. Not only do the students feel that they learned from it, but it also gives them support throughout the seven-weeks of the Academy when the demands become a real burden. It has also helped them to start a network of

Table 8

CONCISE COMPARISON OF TABLE 8 VALUES

The following table takes the results of Table 8 and list each question separately and then lists the totals for a concise look at the results.

Helped in Development	Most Useful
1. Group Process.....80	1. Personal Profiles.....49
2. Personal Profiles...59	2. Group Process.....48
3. Simulations.....41	3. Simulations.....30
4. IPC.....29	4. Practitioner Panels...25
5. Case Studies.....24	5. Case Studies.....25
6. Practitioner Panels.16	6. IPC.....18
7. Reflection.....9	7. Miscellaneous.....10
8. Miscellaneous.....1	8. Reflection.....4

Totals

1. Group Process.....128
2. Personal Profiles.....108
3. Simulations.....71
4. Case Studies.....48
5. IPC.....47
6. Practitioner Panels....41
7. Reflection.....13
8. Miscellaneous.....11

possible friends and future administrators to offer each other support when they do become school administrators, which can help lessen the isolation of the position.

All preservice training programs should strongly examine and consider the use of group work in their methods of instruction. They should also consider a week of group development and personal communications development within those groups, as this greatly aided the groups as they did projects, writings, and group presentations during the Academy. The use of groups was also found to be very important in the IEA study of Moyle and Andrew (1987). Pitner (1987) extended this idea stating that "sharing can be used by practitioners to test their own theories" and this sharing takes place in groups. (p. 37)

Simulations and case studies were very important to this group of students in their learning about and experiencing school administration. Further use in other classes and also in other preservice training programs would seem very important to giving the students first-hand knowledge of the vocation they are considering when they enter a program such as this.Not only does one want to teach through case studies and simulations, but also help some students to realize that this is not the job for them. This is as important to a program as is student development and training. This allows

the student to experience the position and then make their own decision as to whether this is a "good-fit" for them.

Role-taking was suggested by Glassberg (1979) in order to expand teachers' thinking both personally and professionally, while Hersh (1979) offered role-taking as one of five ways to help develop moral thinking. Sprinthall and Bernier (1976) stated that it was necessary in order to maximize "sources of gain" believed by Kohlberg to aid adult cognitive-structured development. The research backs the qualitative results summarized from the student survey data.

Personal reflection can be an excellent tool for adult development and their own examination of their feelings and work. But it seemed to work the best, and allow the students to get the most out of it, when it was a guided reflection. Glickman (1985), Levine (1989), and Pitner (1987) felt that personal guided reflection was an extremely important part of promoting adult development. Giving the students questions to think about and discuss in their journals made the reflection more focused and many felt this was better. From the researcher's standpoint, having read the journals, the guided reflection also made them discuss theory, ideas, and concepts more in their reflection. Without the guided reflection, most journal writing was peripheral and dealt with feelings about others and the difficulty of the tasks. Very seldom did they examine their

feelings in regard to a theory or idea from the curriculum in the journals unless they were asked to. They also did better in examining what was going on through reflection after the goals of reflection and the process had been discussed. Therefore, it is very important to give a limited direction to their reflection and to help them develop a style and direction early in the process.

Willower (1983) calls for administrative training programs to develop this reflective concept with their subjects, while Murphy and Hallinger (1987) state that the new innoative programs that have broken away from the old traditional methods utilize guided reflection for the students' benefit.

Recommendations

Based on the findings in this study, the following suggestions for further research are recommended.

(1) Additional follow-up research is needed to determine the long-term effects of the Academy, and the preservice training in the program in general. Since adult development is such a slow gradual development, the DIT and the PCM need to be given later in the summer and then again later in the subjects' administrative program.

(2) There needs to be some definitive studies of school administrators in reference to their conceptual and moral

developmental levels. Is there an actual correlation between the effective school administrators and high developmental levels?

(3) There is a need to replicate the study with larger, randomized groups, and comparison to other subjects involved in becoming school administrators but not going through the Academy. Does the Academy really make a difference, or does the regular foundations courses obtain similar results? Larger groups in the study could have an effect by increasing power, thus gaining a better chance of obtaining statistically significant results.

(4) There is a need to study the Academy selection process. Does the process itself separate and choose only those high conceptual level candidates, or does the Academy only draw those types of candidates to the interviewing process?

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